

MAULDIN ELEMENTARY

1194 Holland Rd.
Simpsonville, SC 29681

GRADES K-5 Elementary School

ENROLLMENT 1,013 Students

PRINCIPAL Michael J. Parker 864-281-1260

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
30	26	2	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	Yes

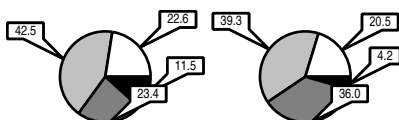
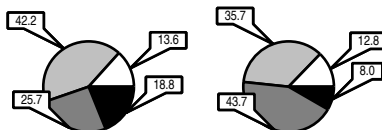
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	533	99.4	20.2	39.5	36.1	4.2	52.9	Yes	Yes
Gender									
Male	264	98.9	27.6	40.1	30.6	1.7	46.1		
Female	269	100.0	13.1	38.9	41.4	6.6	59.4		
Racial/Ethnic Group									
White	287	99.7	13.2	36.8	45.1	4.9	65.0	Yes	Yes
African-American	190	99.0	30.9	44.4	22.8	1.9	34.6	Yes	Yes
Asian/Pacific Islanders	22	100.0	19.0	19.0	42.9	19.0	71.4	I/S	I/S
Hispanic	31	100.0	28.0	48.0	24.0	0.0	28.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	452	99.3	15.7	40.3	39.3	4.7	58.5		
Disabled	81	100.0	44.6	35.1	18.9	1.4	23.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	533	99.4	20.2	39.5	36.1	4.2	52.9		
English Proficiency									
Limited English Proficient	11	100.0	30.0	50.0	10.0	10.0	30.0	I/S	I/S
Non-Limited English Proficient	522	99.4	20.0	39.3	36.7	4.1	53.4		
Socio-Economic Status									
Subsidized meals	177	98.9	34.9	42.3	20.1	2.7	32.9	Yes	Yes
Full-pay meals	356	99.7	13.5	38.2	43.4	4.9	62.1		

Mathematics - State Performance Objective = 15.5%									
All Students	533	99.6	22.3	42.6	23.5	11.6	48.3	Yes	Yes
Gender									
Male	264	99.6	22.7	42.1	21.9	13.3	45.9		
Female	269	99.6	21.8	43.2	25.1	9.9	50.6		
Racial/Ethnic Group									
White	287	99.7	11.3	41.4	30.8	16.5	61.7	Yes	Yes
African-American	190	99.5	42.0	43.8	11.7	2.5	22.8	Yes	Yes
Asian/Pacific Islander	22	100.0	9.5	38.1	23.8	28.6	81.0	I/S	I/S
Hispanic	31	100.0	24.0	52.0	20.0	4.0	40.0	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	452	99.6	17.4	44.3	25.4	12.9	52.7		
Disabled	81	100.0	48.6	33.8	13.5	4.1	24.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	533	99.6	22.3	42.6	23.5	11.6	48.3		
English Proficiency									
Limited English Proficient	11	100.0	30.0	30.0	0.0	40.0	60.0	I/S	I/S
Non-Limited English Proficient	522	99.6	22.1	42.9	24.0	10.9	48.1		
Socio-Economic Status									
Subsidized meals	177	99.4	36.9	43.6	13.4	6.0	27.5	Yes	Yes
Full-pay meals	356	99.7	15.6	42.2	28.1	14.1	57.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	177	98.9	18.4	32.3	43.7	5.7	49.4
	Grade 4	162	99.4	23.0	48.0	28.4	0.7	29.1
	Grade 5	151	100.0	24.1	51.8	23.4	0.7	24.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	173	99.4	13.0	24.7	50.0	12.3	62.3
	Grade 4	181	99.5	19.0	40.8	39.1	1.1	40.2
	Grade 5	179	99.4	29.0	53.3	17.2	0.6	17.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	177	100.0	20.0	45.0	20.0	15.0	35.0
	Grade 4	162	100.0	23.5	54.4	16.8	5.4	22.1
	Grade 5	151	100.0	24.8	48.9	19.1	7.1	26.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	173	99.4	18.0	50.3	26.1	5.6	31.7
	Grade 4	181	99.5	25.9	36.2	21.8	16.1	37.9
	Grade 5	179	100.0	23.5	43.5	20.0	12.9	32.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 1,013)				
First graders who attended full-day kindergarten	92.8%	N/C	97.8%	100.0%
Retention rate	2.5%	Up from 2.4%	2.1%	2.7%
Attendance rate	96.6%	Down from 96.9%	96.6%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%		3.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%		3.1%	3.5%
Eligible for gifted and talented	18.0%	Down from 24.0%	24.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.1%	Up from 7.8%	7.5%	8.2%
Older than usual for grade	0.6%	Up from 0.5%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 52)				
Teachers with advanced degrees	53.8%	Down from 57.1%	55.3%	51.4%
Continuing contract teachers	88.5%	Up from 85.7%	86.8%	87.5%
Highly qualified teachers**	100.0%	N/A	95.5%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	95.7%	Up from 91.0%	87.9%	86.7%
Teacher attendance rate	95.7%	Down from 98.5%	95.1%	94.9%
Average teacher salary	\$42,181	Down 2.9%	\$41,877	\$40,760
Prof. development days/teacher	10.5 days	Up from 7.8 days	10.9 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 21.9 to 1	20.5 to 1	18.9 to 1
Prime instructional time	91.4%	Down from 95.2%	90.8%	90.0%
Dollars spent per pupil*	\$4,324	Down 4.1%	\$5,560	\$6,044
Percent of expenditures for teacher salaries*	72.1%	Up from 71.4%	67.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.4%	Down from 93.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.2%	92.0%
Highly qualified teachers in high poverty schools**	93.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Mauldin Elementary School, in cooperation with home and community, is to provide quality educational experiences that inspire students to believe they can achieve their dreams. This statement was used as a foundation for planning as we began our second year on our new campus.

Four school-wide goals were written for the 2003-04 school year. Three of the goals were designed to enhance the academic program and one goal was directed toward improving customer service. Students and teachers strived to meet these four goals.

Our first goal was for students to improve their creative writing skills and their ability to evaluate writing by using a rubric. Teachers exposed the children to a variety of writing formats aligned with state writing curriculum standards. Teachers also focused on our Math goal to increase student proficiency in mathematical concepts and skills. Students improved recall and mastery of basic mathematical concepts and skills by active participation in daily "Spiral Review" activities. Teachers used programs such as Daily Oral Math or Every Day Counts Calendar Math. All students were exposed to many "Spiral Review" opportunities.

Goal three was to enhance our school's customer service relationship with students, parents, and the community. An application committee to facilitate completion of the Red Carpet Customer Service application was formed. The committee met to evaluate customer satisfaction via comments and surveys, compared student achievement to last years, and compared student discipline data to the previous year. The application was submitted and in May the school was awarded the prestigious Red Carpet Award. The Mauldin Elementary website was again awarded the "Award of Merit" from the National School Public Relations Association and is the recipient of the Webmaster's Choice Silver Award for 2004. We also received the "Award of Merit" for the school newsletter, The Eagle's Eye.

The fourth and final goal was to increase by 5% the number of students scoring above standard on the PACT test. An after-school tutorial program for students who scored below basic on the 2003 PACT test was organized for the 2003-04 school year. Enrichment programs such as SEEDS, Math Super Stars, and Accelerated Reader were offered to all students through volunteers working with the classroom teachers. Teachers were directed to utilize the four block model of instruction for reading/language arts and to review basic math facts daily.

Our parent support groups were recognized with several awards this year. The School Improvement Council representatives were leaders in our efforts to win the Red Carpet Award. They also sponsored meetings at an off campus location, helping us to reach out to all of the communities that Mauldin Elementary serves. Mauldin Elementary PTA was recognized by the State PTA for our parent involvement. Our organization was awarded the first place plaque for parental involvement at the State PTA convention. The PTA also earned the National PTA Parent Involvement School of Excellence award.

Ellen Knight, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	49	164	141
Percent satisfied with learning environment	97.9%	85.3%	77.0%
Percent satisfied with social and physical environment	97.8%	88.4%	85.5%
Percent satisfied with home-school relations	95.8%	89.0%	67.2%

*Only students at the highest elementary school grade level at this school and their parents were included.